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# News Summary

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**The reading preferences** of college students over the past 11 years have shifted substantially, and many students today seem to be "irresistibly drawn to the simple." Story on Page 21.

**White men** still outnumber women and members of minority groups by more than 3 to 1 in top administrative jobs at colleges and universities. Story and Fact-File on Page 4.

**A researcher** at Harvard University's medical school falsified data in three experiments, says an investigating committee. Story on Page 6.

**Publication policies** that delay the release of medical-research results to the public are under fire. Story on Page 6.

**Controversy** has widened over State Department restrictions on a Soviet scientist's plans to visit four universities. Story on Page 6.

**Graduate enrollment** is down 1.1 per cent, the biggest drop in five years, a new survey finds. Story and Fact-File on Page 8.

**Higher education** generally won't be part of the President's proposed shift of social programs to the states. Story on Page 15.

**Many researchers** may have been unduly discouraged about their chances of receiving federal grants this year. Story on Page 15.

**Despite** deep federal budget cuts, two universities recently managed to win a special appropriation to build medical facilities. Story on Page 15.

**Italian universities** have been paralyzed by the country's attempt to create a mass system of higher education, says a report. Story on Page 19.

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# Colleges Urged to Alter Tests, Grading for Benefit of Minority-Group Students

## A Ford Foundation commission endorses a system to admit students based on potential

By LORENZO MIDDLETON
NEW YORK

Colleges and universities should revise their testing and grading procedures for the benefit of minority-group students, a Ford Foundation commission said last week.

The Commission on the Higher Education of Minorities called on institutions of higher education to adopt a "value added" system, in which students would be admitted and evaluated "on the basis of their potential for learning and growth rather than their relative standing on tests and grades."

Reporting on the results of a three-year study, the commission concluded that traditional testing and grading methods in higher education had served mainly to "rank students in relation to each other." Those methods, the commission reported, "not only fail to contribute to the learning process, but also pose special obstacles to the development of minority students."

The study examined the progress over the past 15 years of blacks, Mexican-Americans, Puerto Ricans, and American Indians—groups that historically have been underrepresented in American higher education. It was conducted by the Higher Education Research Institute in Los Angeles and supervised by the commission.

**The recommendations** of the Commission on the Higher Education of Minorities are on Pages 10-14.

The commission reported that minority-group representation in the country's colleges and universities had increased substantially between the mid-1960's and mid-1970's as a result of the civil-rights movement, the Civil Rights Act of 1964, and the initiation of several social programs aimed at increasing minority-group enrollment. But since the mid-1970's, it said, few gains have been made.

The report noted, for example, that:

▶ The proportion of blacks aged 25 to 29 who had completed four or more years of college increased from 10 per cent in 1970 to 15 per cent in 1975. But from 1976

*Continued on Page 10, Column 3*

# *Bar Association Reaffirms Decision to Approve Some Schools Despite Religious Discrimination*

By ROBERT L. JACOBSON
CHICAGO

A five-month-old decision by the American Bar Association that allows it to accredit certain church-related law schools even if they discriminate on religious grounds survived a concerted drive for rescission last week by many of the organization's members.

Critics had contended that the new policy, which was adopted by the A.B.A.'s House of Delegates last August by a vote of 147 to 127, was constitutionally vulnerable and morally wrong. But after a two-hour debate at the association's midyear meeting here, the delegates sustained the action by a larger margin than before, 176 to 138.

Speakers on both sides of the issue acknowledged, as they had in August, that the constitutional questions involved were not easily settled, in part because they pitted individual rights to religious freedom against claims that church-related institutions were similarly protected under the First Amendment.

### 'State Action' an Issue

Another point of contention was whether A.B.A. accreditation, on which most states rely as a basis for allowing law-school graduates to take bar examinations, could properly be considered "state action" and thus be subject to judicial scrutiny.

The association had taken the position in legal proceedings that its accrediting operations were voluntary and did not impose any obligations on the states.

Nevertheless, in defeating the move for rescission, most delegates here evidently agreed with arguments that the main purpose of A.B.A. accreditation is to assure the academic quality of law schools, and that—as one defender of the new policy put it—"there ought to be some room for religiously oriented schools" so long as

*Continued on Page 9, Column 1*

# *$287,000 for a Coach Stirs Worry of 'Ripple Effect'*

Reports that the new football coach at Texas A&M University will earn $287,000 a year have caused some college athletic officials to fear a possible "ripple effect" on the salaries of other top coaches.

Jackie Sherrill's six-year, $1,722,000 contract as coach and athletic director at Texas A&M is believed to be the largest in the history of college sports. Mr. Sherrill took the job last month after compiling a record of 50 wins, 9 losses, and 1 tie in five years as head football coach at the University of Pittsburgh.

### Boosters' Influence Feared

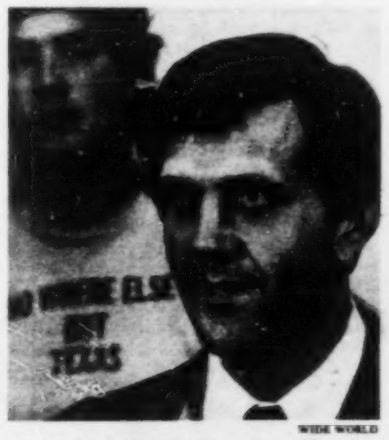
Several athletic officials at other institutions around the country are concerned that Mr. Sherrill's contract, which was offered to him by Texas A&M's board of regents and will be financed by the university's alumni and other private boosters, is a sign of increasing influence from outside interests on big-time sports programs.

"It scares the hell out of me, to tell you the truth," said Donald B. Canham, director of athletics at the University of Michigan at Ann Arbor. "I'm fearful that more and more industrial types and other wealthy people are trying use their money to control a college football team or a basketball team as if it were a professional franchise."

Mr. Canham, who said he was worried about "the potential for cheating and abuses" under such circumstances, added that rich fans who want to be known as the benefactors of a top-ranked college team "can make it so attractive that even a high-principled guy could be tempted to do anything to be in the top 10 every year."

Such concerns did not begin with the

*Continued on Page 9, Column 1*




WIDE WORLD

*Jackie Sherrill announces he will resign as Pittsburgh's football coach, as quarterback Dan Marino listens.*

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William E. Jackson
Associate Director for Research
Institute for Afro-American and African Studies
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# Text of the Recommendations of the Ford Foundation's Panel

WASHINGTON

*Following are the recommendations of the Ford Foundation's Commission on the Higher Education of Minorities:*

**Implementation of the Value-Added Model**

The commission recommends:

▶ That educational institutions revise their testing and grading procedures to reflect and enhance the value-added mission. Such a revision requires, first, that current normative or relativistic measures be replaced by measures that assess the learning and growth of the individual student and, second, that these measures be administered periodically to assess the individual's growth over time. Results from both local and national tests should be routinely fed back to individual students and teachers on an item-by-item basis. Such revised testing and grading procedures will better serve the educational process by providing students, teachers, institutions, and policy makers with feedback on the nature and extent of student learning and growth over time. This feedback will be useful not only in evaluating the effectiveness of educational programs but also in diagnosing the educational progress and needs of individual students.

▶ That educational institutions use standardized tests for course placement, evaluation, and counseling rather than just for the selection and screening of students.

▶ That educational institutions enlarge their concept of competency measures to include the assessment of growth in the noncognitive realm: personal development, interpersonal skills, and self-esteem.

RATIONALE. The principal function of all educational institutions should be to change people: to increase the competence of students, to enhance their personal development, and to help them lead more productive and fulfilling lives.

Ideally, testing and grading procedures should be designed to facilitate this value-added mission of institutions.

Typically, testing and grading procedures in higher education are used not to measure student growth or change but to rank students in relation to each other. Because current practices emphasize the screening and certification of students, tests and grades not only fail to contribute to the learning process, but also pose special obstacles to the development of minority students.

**Precollegiate Education**

The commission recommends:

▶ That school counselors and teachers make special efforts to assist minority students in understanding the relationship between their education and their future careers and other life options.

▶ That secondary school counselors and teachers encourage minority students to enroll in college preparatory curricula and to take courses in mathematics, languages, natural science, and social science.

▶ That schools routinely test new and continuing students, as a basis for undertaking any remedial efforts that may be required to correct for the effects of earlier educational deficiencies.

▶ That secondary school teachers and administrators, working in close collaboration with faculty from nearby colleges and universities, define those intellectual competencies that are crucial to effective performance in college and develop tests to measure such competencies.

▶ That such tests be administered on a repeated before-and-after basis to assess student progress and program effectiveness, in accordance with the value-added model.

▶ That the results of such periodic testing and retesting be a major element in the accountability of school teachers and administrators, and that those who are demonstrably effective in assisting minority students should be more adequately compensated.

▶ That the school leadership make greater efforts to ascertain and respond to the concerns of minority parents, to involve them in the operation of the schools, and to assist them in understanding the objectives, procedures, and practices of the schools.

▶ That the per-student formula now used to allocate resources among public elementary and secondary schools within a school district be revised so that predominantly minority schools receive a greater share of these resources, some of which should be used to develop rigorous academic programs and associated support services for their students.

▶ That higher education institutions, schools, and departments concerned with the training of elementary and secondary school teachers develop stronger academic programs designed, among other things, to increase the prospective teacher's awareness of and sensitivity to minority cultures and values.

. . .

**Community Colleges**

The commission recommends:

▶ That community colleges revitalize their transfer function by establishing as one option a "transfer-college-within-a-college," wherein all students aspiring to a baccalaureate can be brought together and exposed to the same kinds of intensive educational and extracurricular experiences commonly available to students at residential institutions. Funding formulas may have to be revised to strengthen the "college-within-a-college."

▶ That the transfer program staffs of community colleges work closely with their counterparts at senior institutions to improve articulation.

▶ That transfer programs within community colleges offer intensive remediation and academic counseling.

▶ That senior institutions make more effort to facilitate the transfer of community college graduates by setting aside an appropriate amount of financial aid for these students and by offering orientation and counseling to meet their special needs.

▶ That in areas where senior institutions and community colleges are located close to one another, young people aspiring to a baccalaureate be encouraged to enroll in the senior institution, without prejudice to the continuing opportunity of students in two-year colleges who may wish to transfer to the senior institution.

RATIONALE. Because they are geographically accessible, relatively inexpensive, and flexible in admissions policies and scheduling, community colleges have opened postsecondary access to many people who otherwise might not have gone beyond high school. Community colleges have succeeded in providing vocational training and adult education for many

# Minority-Group Students *Continued from Page 1*

to 1979 the proportion minority-group graduates increased only slightly.

▶ From 1973 to 1977 the share of doctorates awarded to members of all four groups increased from 3.8 per cent to 6.3 per cent. Since 1977, the percentage has declined slightly.

▶ The proportion of minority-group students enrolled in medical school more than tripled—from 3 per cent in the late 1960's to 10 per cent in the 1974-75 academic year. It has since "stabilized" at 9 per cent.

▶ Minority enrollment in law schools increased from 3.8 per cent in the late 1960's to 6.4 per cent in academic 1976-77, but there has been almost no change since then.

The most important factor contributing to the "severe underrepresentation" of the four groups at all levels of higher education, the report said, "is their extremely high rate of attrition from secondary school." A higher-than-average dropout rate at undergraduate colleges was cited as the second most important factor.

Finding that most such students were concentrated in "less selective" institutions, the commission called on selective institutions to recruit more minority-group students.

It also criticized the traditional use of high-school grades and standardized-test scores to predict a student's performance in college.

"While this predictive model may be appropriate for businesses, it is inappropriate for public higher education, where institutions exist for the benefit of students," the report said.

It added that "test scores add little beyond high-school grades in predicting the academic performance and persistence of minority students during the undergraduate years."

Members of the commission predicted at a press conference last week that the value-added approach recommended to higher education would lead to increased minority-group enrollment and a higher rate of graduation among those admitted.

Borrowing from the concept of value-added taxes, they proposed that colleges and universities add to the level of education of students in increments, using a series of "diagnostic" tests and individualized instruction.

The idea is akin to the so-called competency-based programs adopted in recent years by some elementary- and secondary-school systems. None of the commissioners knew of any higher-education institutions currently using such an approach.

O. Meredith Wilson, who chaired the commission, said at the press conference that the recommendation was "an effort to press the academic community to measure themselves by their effect upon their clientele, and to draw their satisfactions from the growth of the students," rather than from the standing of their institutions.

The panel also recommended:

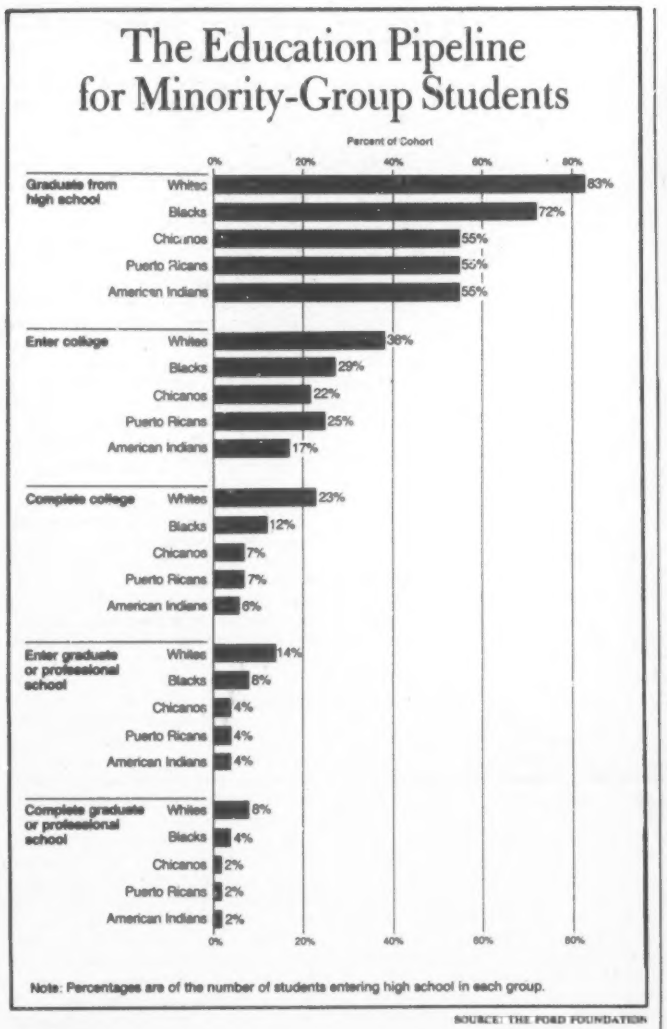
▶ That community colleges, which enroll a large proportion of minority-group students, work with four-year colleges to increase the number of students who transfer into baccalaureate programs.

▶ That secondary schools make a stronger effort to encourage members of minority groups to enroll in college-preparatory courses.

▶ That colleges and universities improve their tutoring services, basic-skills courses, and academic counseling for minority-group students.

▶ That students in need of financial assistance be given grants rather than loans, and that work-study programs be arranged so that students are not required to work more than half time.

The report is part of a larger study, *Minorities in American Higher Education*, by Alexander W. Astin, to be published by Jossey-Bass in May.




Americans. The relatively recent American Indian community college movement demonstrates how effective these institutions can be in responding to the immediate needs of that community by offering career associate-degree programs in such areas as range management, animal husbandry, and practical nursing.

Community colleges have been less successful, however, in performing their transfer function. Our data indicate that whereas three in four community college freshmen intend to get the baccalaureate, only one in four actually does so. What makes the attrition problem especially severe is the heavy concentration of minority students in community colleges, particularly in states like California and Texas that have hierarchical, three-tier system of public higher education. Because many minority students do not meet the admissions requirements of four-year institutions, they are forced to enroll in community colleges.

For some of these students, the community college's open door leads to a dead end. Moreover, many of those community college entrants who succeed in transferring to a senior institution find themselves as students with advanced standing but without the resources and services that are ordinarily available to entering freshmen—for example, financial aid and orientation.

**Academic and Personal Support Services**

The commission recommends:

▶ **That colleges and universities strengthen their efforts to help underprepared minority students improve their study habits and develop their basic skills, by offering tutoring, developmental courses, and academic counseling.**

**Such efforts will not only benefit the individual student but will also help institutions financially by reducing student attrition rates.**

▶ **That colleges and universities provide resources to establish centers where minority students can meet together for social and educational exchanges. Such centers can promote a sense of community, can help new students learn about the system, and can foster cultural identity, pride, and strength in such a way that minority students will be able to challenge as well as to enrich and broaden the traditional values of the institution.**

▶ **That minority students themselves, as well as local minority communities, be used as a resource in providing leadership and initiatives for the organization of such academic and personal support services, and that they be given a responsible role in decisions concerning the operation and management of minority services.**

▶ **That the trustees, administrators, and faculties of colleges and universities give strong and visible support for the development of ethnic studies programs, so that the perspectives added by such programs will be available for the benefit of all students, minority and majority.**

. . .

**The Myth of Equal Access**

The commission recommends:

▶ **That educational policy makers and planners revise their traditional concept of equality of access to take into account the type, quality, and resources of the institution entered.**

▶ **That the more selective institutions—including the "flagship" (major) universities in each state—review their recruitment and admissions procedures and where necessary revise them to attract and admit more minority students.**

▶ **That these selective institutions make clear their commitment to the goal of increasing minority enrollments by providing support services, presenting minority perspectives in the curriculum, and hiring, promoting, and tenuring more minority faculty and administrators.**

▶ **That institutions re-examine the educational rationale underlying traditional selective admissions practices. Ideally, the predictive model of admissions should be replaced with a**

*Continued on Following Page*

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# Panel's Recommendations

Continued from Preceding Page

model that focuses on the institution's value-added mission.

▶ That those institutions using the predictive model of admissions examine the validity of their formulas separately for minorities, with special attention to the possibility that standardized test scores, which pose a far greater handicap to minorities than high school grades, add little to the prediction of college performance.

RATIONALE. Aggregate statistics on college enrollments mask the fact that minority students are overrepresented in the less selective institutions and underrepresented in the more selective schools—especially the major public universities of most states. Given that the more selective public and private institutions tend to have greater financial resources, more residential facilities, larger libraries, better physical plants, more varied curricula, and more highly trained faculty, it follows that those students who must attend the less selective institutions are denied equal educational opportunities.

Selective admissions based on high school grades and standardized test scores have been justified on the grounds that grades and tests predict college performance. While this predictive model may be appropriate for businesses, it is inappropriate for public higher education, where institutions exist for the benefit of students. Furthermore, the results of our longitudinal analyses show that test scores add little beyond high school grades in predicting the academic performance and persistence of minority students during the undergraduate years.

### Financial Aid

The commission recommends:

▶ That whenever possible students with significant financial need be given aid in the form of grants rather than loans.

▶ That students be given enough aid so that they do not need to work more than half time.

▶ That if students are given financial aid in the form of work-study support, it be packaged in such a way that they work less than half time and, whenever possible, at on-campus jobs.

▶ That federal and state legislators and policy makers support expanded grant and work-study programs.

RATIONALE. Minority students often start college with heavy financial responsibilities. For example, two-fifths of minority freshmen entering college in the mid-1970's said they had major expenses and debts; close to a third of the Chicano and Puerto Rican freshmen contributed to the support of their parents; and 16 per cent of blacks and Chicanos, as well as 10 per cent of Puerto Ricans, were single parents or heads of households. Even though large proportions of these freshmen (90 per cent of the blacks, 83 per cent of the Chicanos, 84 per cent of the Puerto Ricans, and 59 per cent of the American Indians) received financial aid, many of them still had to work at outside jobs. Half the American Indians, a third of the Chicanos and Puerto Ricans, and a fifth of the blacks worked more than half time while in school. The implication of these two sets of figures is that minority freshmen who do not get financial aid must find outside jobs. Research evidence indicates that working more than half time has a negative effect on persistence, whereas working less than half time, particularly at an on-campus job, has a positive effect.

Our analyses further indicate that receiving a grant not only contributes to the student's persistence but also gives the student a wider range of institutional options. Finally, the findings with respect to the effects of loans were inconsistent, perhaps because loan programs for college students have changed drastically since the early 1970's.

### Bilingualism

The commission recommends:

▶ That federal and state policy makers examine the goals and outcomes associated with current bilingual education policy and practice, recognizing that no child should be forced to choose between educational opportunity and cultural identity.

▶ That along with pedagogical considerations, the historical and juridical facts supporting group claims to language rights and cultural continuity should be kept clearly in view. The right of minorities to establish language and cultural objectives for themselves should be recognized in public policy, and processes should be fostered through which informed and responsible decisions about language and education can be made by the communities concerned.

▶ That colleges and universities more actively promote the broad-gauged, interdisciplinary, and historically grounded research necessary to inform a more rational, efficacious, and humane national policy concerning language and education.

▶ That elementary and secondary schools provide the instructional services and resources necessary to maintain and develop the language skills of children who enter school speaking Spanish or an Indian language, if these students or their parents request such services. This recommendation in no way relieves the schools of their responsibility for providing these students with a complete training in English.

▶ That researchers seek to identify the instructional methods, materials, and programs at both the precollegiate and postsecondary levels that contribute to student performance in school and promote the development of bilingual skills.

▶ That researchers seek to identify the barriers faced by college students whose command of English is limited as a result of poor instruction in the elementary and secondary schools or of recent migration to this country and to explore ways in which the educational achievement of these students can be facilitated. (The lack of research related to the needs and experiences of bilingual college students frustrated the commission's efforts to understand the dynamics of bilingualism at the postsecondary level.)

▶ That postsecondary educators recognize their responsibility for and commit themselves to furthering the development of bilingual skills among college students and, through their roles as teacher trainers, support and improve the job training of teachers already working at the elementary and secondary levels.

▶ That colleges and universities acknowledge and utilize the linguistic talents of bilingual students by providing them with the training and opportunities to work part time on community liaison and on student recruitment and orientation programs; by employing upper-division or graduate students to provide academic tutoring and personal counseling for new bilingual students who need such services; and by hiring and training students as tutors and teaching assistants in foreign language courses and as research assistants on projects concerned with studying language-related issues or with collecting data within bilingual communities. These kinds of opportunities benefit students as well as the institution by enhancing student involvement in the college experience and by providing on-campus employment that is likely to be of greater interest and value than many other work-study jobs.

. . .

### Graduate and Professional Education

The commission recommends:

▶ That federal, state, and institutional policy makers increase financial aid for minority students at the graduate and professional levels. In particular, every effort should be made to expand the number of assistantships available to minority graduate students, since this form of aid seems to intensify student involvement in graduate study, promote professional development, and strengthen the bond between student and faculty mentor.

▶ That federal, state, and private agencies consider implementing challenge grant programs, since such programs seem likely to increase the amount of financial aid available for minority graduate students as well as to strengthen institutional commitment to the goal of increasing minority enrollments.

▶ That graduate faculties be more sensitive and responsive to the need of minority graduate students to have more freedom and support in selecting research topics, choosing methodologies, analyzing data, and interpreting results, consistent with graduate standards.

▶ That graduate and professional schools make special efforts to increase their pools of minority graduate students and the presence of minority members on their faculties.

▶ That federal and state policy makers give increased attention to the nation's long-term needs for highly skilled academic, research, and technical workers. We believe that recent cuts in funding for advanced training programs based on actual or presumed short-term surpluses of personnel in certain fields are shortsighted, and that they disproportionately and unfairly reduce the opportunities of emerging minority scholars to contribute to the general good.

RATIONALE. Advanced education is an important route to positions of leadership in U.S. society. Despite some gains in the past decade, minority enrollments in graduate and professional schools remain low, lagging behind minority undergraduate enrollments and falling far short of white enrollments at the graduate and professional levels.

Data from the current project contribute to our understanding of the problems confronting minority students who pursue advanced degrees. Five factors were found to affect minority access to, participation in, and satisfaction with graduate and professional education.

First, financial aid is terribly important to minority graduate students and has become a critical issue because of declines in federal and private financial support in recent years. Our analyses revealed that financial aid facilitates entry to and persistence in graduate school. Respondents to the commission's survey of minority educators identified financial concerns as a major obstacle to graduate school attendance. A large proportion of the Ford Fellows said that receiving the fellowship award enabled them to attend the graduate schools of their choice and to stay in school once they had enrolled. The 1980 follow-up of 1971 freshmen indicated that minority respondents who had attended graduate school were far less satisfied with the financial aid counseling they had received than were their white counterparts.

Almost as important as the availability of financial aid was its form. Teaching, administrative, and research assistantships that promote professional development are preferable to loans, which do little to encourage students to participate in the apprenticeship that is such an impor-


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tant aspect of the graduate experience.

A second important factor is the type of undergraduate institution attended. Analyses of the 1971-1980 data indicated that the minority student who completes the baccalaureate at a high-quality (that is, selective, prestigious, affluent) college has a much better chance of enrolling in and completing graduate and professional study than the minority student who attends a low-quality college.

Third, the environment of the graduate institution has a major impact on the minority student's participation in and satisfaction with graduate education. Survey respondents indicated that they were often uncomfortable with the cool, somewhat alien, environments of academic departments and research universities. Low minority enrollments and lack of institutional concern for minority students contributed to their sense of isolation and impeded their adjustment. A number of Ford Fellows commented that the inhospitable atmosphere of academic institutions, along with the prospect of taking a low-paying faculty position, contributed to their decision to seek employment in the private sector rather than in academe following degree completion.

Fourth, faculty expectations and attitudes constitute a significant part of the graduate and professional experience of minority students. A large proportion of the Ford Fellows and of the minority educators said that they entered graduate programs feeling stigmatized by their race and ethnicity; minority respondents felt that faculty members all too often assumed that they had been admitted to satisfy affirmative action requirements and that they were less competent than white graduate students. The continual need to prove themselves angered them and contributed to their dissatisfaction with graduate study.

Finally, survey respondents and Ford Fellows reported that majority faculty often failed to acknowledge, let alone support, minority-oriented research interests and associated cultural values. As graduate students they faced constraints in their choices of research subjects and approaches and in drawing implications from their studies, because of negative attitudes, very specialized concerns, and methodological rigidity on the part of faculty. These sources of conflict contributed to the sense of alienation pervading these accounts of the graduate experience.

**Minority Faculty and Administrators**

The commission recommends:

▶ That colleges and universities seek to recruit and hire more minority faculty members, administrators, and student services personnel and make every effort to promote and tenure minority educators. Actions do indeed speak louder than words: no amount of rhetorical commitment to the principles of equal opportunity, affirmative action, and pluralism can compensate for or justify the current degree of minority underrepresentation among faculty, administrators, staff members, and students in higher education.

▶ That top administrators demonstrate their clear and unequivocal support of efforts to recruit, hire, promote, and tenure minorities. In many respects, the administration establishes the campus atmosphere or "tone." Thus, a visible personal commitment to change on the part of one or two senior officials can be critical in effecting increased minority representation on a campus.

▶ That colleges and universities make every effort to ensure that minority faculty members, administrators, and student personnel workers are represented in all types of positions at all levels within the institution. An unfortunate side effect of the effort to provide better services to minority students has been the creation of positions that are perceived and labeled as "minority" positions; often, minority staff are hired for part-time, short-term, nontenure-track jobs that are supported by "soft" funds from outside the institution's line-item budget. Because they are isolated from the institutional mainstream, the incumbents of such jobs have little opportunity to influence institutional policies and practices, limited interaction with majority students, and few prospects for advancement.

▶ That colleges and universities revise their hiring and promotion criteria so as to recognize and reward a wider variety of accomplishments and types of service. Although we are certainly not the first to advocate change in the current review and promotion system, continued adherence to narrowly defined criteria tends to penalize minority staff members who, in trying to fulfill the multiple roles demanded of them, often have little time or energy left to devote to scholarly research and other traditional functions. Institutions that emphasize scholarly activity as a major criterion for promotion should consider establishing a junior faculty research leave program for those young faculty members who have taken on special advising and counseling duties.

▶ That state legislatures and state boards support administrative internship programs (such as the current state-funded program in the University of California and California State University and College systems) to develop and promote minority and women administrators in public colleges and universities.

* * *

**Government Programs**

The commission recommends:

▶ That the federal government continue to play its leadership role in emphasizing access to higher education for all segments of society. In particular, federal programs in the areas of student aid, institutional support, and special interventions deserve continued support.

▶ That state and local policy makers, planners, and educators devote more attention to the factors that impede full minority participation in higher education. Federal funding should supplement, not supplant, state and local efforts to support a range of programs and interventions responsive to the needs of minority students.

RATIONALE. During the past 15 years, the federal government has assumed major responsibility for the educational equity issues often overlooked by state and local governments. Evidence indicates that federal leadership in this area has contributed to increased minority participation in higher education, and that federal categorical programs—financial aid, institutional aid, and special interventions—have helped to move the higher education system somewhat closer to the goal of equal access. The success of federal efforts often depends upon the willingness of state and local officials to administer and implement federally funded programs. Unfortunately, state and local performance has not always been consistent with federal priorities, and this discrepancy has had important consequences for minority groups. Local, state, and federal governments have a collective and equal responsibility for minority participation in higher education—a responsibility that does not diminish during times of fiscal stringency.

**Minority Women**

The commission recommends:

▶ That colleges and universities provide counseling services and personal support groups to assist minority women in overcoming the barriers that result from double standards and sex-role stereotypes.

▶ That colleges and universities

*Continued on Following Page*


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# Ford Panel *Continued from Preceding Page*

provide science and mathematics clinics and special courses to help minority women make up for deficiencies in preparation in these subjects, so that these women will be able to consider a wider range of careers. These efforts should be additional to particular interventions at the precollege level.

▶ That institutions hire and promote more minority women as faculty, administrators, and staff.

▶ That institutions provide child care services on campus.

▶ That institutions make an effort to involve those minority women who live at home more fully in campus life—for example, by providing dormitory space or other facilities where these women can spend time interacting with other students.

RATIONALE. Sex differences in the choice of major field and in career aspirations transcend racial and ethnic differences, but in some instances, are more pronounced among minorities than among whites. At all degree levels, women are more likely to major in allied health fields, the arts and humanities, and education, whereas men are more likely to major in business, engineering, the physical sciences, and mathematics. Further, although women tend to make better high school grades than men do, more female than male freshmen—and especially minority female freshmen—express a need for special remedial assistance in science and mathematics. Data on earned degrees indicate that minority women are even more poorly represented than white women among those receiving degrees in engineering, physical sciences, and mathematics.

Minority women are heavily concentrated in the field of education. In 1975-76, 8 per cent of white women receiving baccalaureates were education majors, in contrast to 24 per cent of Hispanic women, 31 per cent of black women, and 32 per cent of American Indian women. At the master's level in 1978-79, half of the white women (52 per cent) and the Hispanic women (53 per cent), 57 per cent of the Indian women, and 66 per cent of the black women received their degrees in education. At the doctorate level, about a third of the white and Hispanic women, half of the Indian women, and two-fifths of the black women earned their degrees in education. Clearly, if minority women are to have access to a wider range of positions and occupations, their current patterns with respect to undergraduate majors must change.

Finally, responses to the survey of minority educators indicate that minority women suffer from sex-role stereotypes and conflicts engendered by multiple-role demands.

**Data Pertaining to Minorities**

The commission recommends:

▶ That all federal, state, and other agencies concerned with collecting and reporting data on minorities replace the "Hispanic" category with specific categories that separately identify Chicanos, Puerto Ricans, and other Hispanic groups.

▶ That, wherever possible, data on Puerto Ricans residing in the United States be reported independently of data on those whose homes are in Puerto Rico.

▶ That since the designation "American Indian" is ambiguous, and since survey respondents who identify themselves in this way frequently change their response on subsequent surveys, persons who indicate that they are American Indians be asked for further specific information—that is, to specify their tribe or band.

▶ That all sample surveys strive to oversample minorities, especially the smaller groups—for example, Chicanos, Puerto Ricans, and American Indians.

▶ That the U.S. Bureau of the Census hire and train more minority census takers and researchers to develop and administer questionnaires and to analyze and interpret the results of Census Bureau surveys.

▶ That the officials responsible for public higher education in each state institute a comprehensive data system for tracking and monitoring the flows of minority and nonminority students through the community colleges, baccalaureate-granting institutions, and graduate institutions in the state.

. . .

**Evaluation of Minority-Oriented Programs**

The commission recommends:

▶ That public and private agencies funding minority-oriented programs require that all proposals for such projects include an evaluation component, and that they earmark a certain fraction of the project funds for such evaluation.

▶ That funding agencies view the results of evaluation studies as a means of improving and strengthening programs, and that they communicate this view to those involved in operating the programs.

. . .

**Further Research on Minorities**

The commission recommends:

▶ That officials in private and state agencies, as well as in the federal government, give priority to minority-oriented research in allocating their increasingly limited funds. These funding sources should aim to establish a process whereby a broad-based and sustained consultation about information needs and issues in higher education can take place within minority communities. Scholars from these communities should have a leading role in efforts to combine imaginatively the talents and energies present within these communities for the purposes of generating research agenda and priorities, carrying out research, and implementing the action implications flowing from these studies.

▶ That the following specific topics be given much more thorough study:

A. factors affecting attrition from secondary school;

B. the quality of education received in secondary schools with predominantly minority enrollments;

C. the effectiveness of programs for improving articulation between secondary schools and higher education institutions;

D. factors affecting minority students' decisions to pursue careers in natural sciences and engineering;

E. factors affecting minority access to the more prestigious institutions;

F. factors affecting minority attrition from undergraduate study;

G. the impact of alternative financial aid programs on the achievement and persistence of minority students;

H. factors affecting the success of community college students who aspire to the baccalaureate;

I. the importance of sex differences within minority groups;

J. ways to develop the talents and skills of adults living in minority communities who have not had prior access to educational opportunities.

▶ That public and private funding agencies give serious consideration to providing relatively long-term support for programmatic research on minorities. Given the importance of longitudinal research in furthering our understanding of issues related to the higher education of minorities, what is specifically needed is a periodic longitudinal study that will make it possible to monitor the flows of minorities through the educational system and into the workforce, to evaluate the impact of special minority-oriented programs, and to identify educational policies or practices that facilitate or inhibit minority progress through the system. Such a study should begin during the secondary school years (or at the latest by college entry) and should be replicated on a regular basis at least every four years.

RATIONALE. These recommendations are based on the commission's understanding of prior research efforts as well as on its direct experience in conducting research for this project. They are meant to complement the recommendations regarding data and evaluation. Given the current efforts to reduce federal support for research in education and in the social and behavioral sciences, pressures for funding further research on minority education will fall heavily on private and state agencies.

## List of Members, Ford Commission

NEW YORK

*Following are the members of the Ford Foundation's Commission on the Higher Education of Minorities:*

**O. Meredith Wilson,** president and director emeritus, Center for Advanced Study in the Behavioral Sciences, *chairman*.

**Alexander W. Astin,** president of the Higher Education Research Institute and professor of higher education, University of California at Los Angeles.

**Frank Bonilla,** professor of sociology and director of the Center for Puerto Rican Studies at the City University of New York.

**Cecilia Preciado Burciaga,** assistant provost, Stanford University.

**Yvonne Braithwaite Burke,** lawyer and former member of the U.S. House of Representatives.

**Albert H. Hastorf,** professor of psychology and human biology, Stanford University.

**Calvin B. T. Lee,** vice-president, educational planning, Prudential Insurance Company of America.

**Alfonso A. Ortiz,** professor of anthropology, University of New Mexico, and president, American Association of Indian Affairs.

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FACT-FILE

# Women and Minority-Group Members in Administrative Posts

## The number of top-level jobs held in 1978-79 and the change since 1975-76

| Position | Public Institutions* | | | | | | | | Private Institutions* | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | White men | 3-year change | White women | 3-year change | Minority men | 3-year change | Minority women | 3-year change | White men | 3-year change | White women | 3-year change | Minority men | 3-year change | Minority women | 3-year change |
| Chief executive officer | 339 | + 5 | 3 | − 2 | 8 | +2 | 0 | — | 195 | +17 | 9 | + 2 | 0 | − 1 | 0 | — |
| Chief academic officer | 236 | +25 | 12 | − 5 | 8 | +3 | 1 | — | 135 | + 9 | 16 | +11 | 1 | + 1 | 0 | — |
| Chief budget officer | 89 | + 9 | 6 | − 1 | 3 | +2 | 0 | — | 28 | + 6 | 1 | − 2 | 0 | — | 0 | — |
| Chief business officer | 253 | +15 | 4 | + 3 | 5 | −1 | 0 | — | 148 | + 5 | 9 | + 2 | 0 | − 1 | 0 | — |
| Chief planning officer | 65 | − 2 | 4 | + 3 | 3 | +2 | 2 | + 2 | 27 | + 6 | 6 | + 5 | 1 | + 1 | 0 | — |
| Chief student-affairs officer | 216 | +30 | 25 | + 9 | 15 | −1 | 2 | + 1 | 134 | +29 | 4 | − 9 | 23 | +19 | 0 | −2 |
| Comptroller | 141 | + 9 | 10 | + 2 | 5 | +1 | 2 | + 1 | 92 | − 6 | 14 | + 2 | 4 | + 3 | 0 | −1 |
| Manager, bookstore | 123 | +21 | 56 | + 2 | 7 | +3 | 0 | — | 67 | + 6 | 56 | +24 | 4 | + 4 | 0 | — |
| Purchasing agent | 159 | +23 | 25 | + 7 | 5 | +1 | 1 | — | 59 | +12 | 13 | + 6 | 2 | — | 0 | — |
| Director, affirmative action and equal employment | 21 | + 6 | 45 | +17 | 34 | +7 | 26 | +13 | 5 | — | 9 | + 5 | 6 | — | 2 | — |
| Director, athletics | 185 | +43 | 2 | + 1 | 5 | +3 | 0 | — | 117 | +32 | 3 | + 1 | 1 | − 2 | 0 | — |
| Director, community services | 71 | −23 | 13 | + 6 | 6 | +1 | 1 | − 1 | 10 | − 4 | 4 | + 3 | 3 | + 2 | 0 | −1 |
| Director, computer center | 190 | +24 | 4 | + 3 | 7 | +5 | 0 | — | 90 | +13 | 8 | + 5 | 4 | + 4 | 0 | — |
| Director, food service | 80 | +14 | 17 | − 4 | 4 | +2 | 1 | — | 38 | − 3 | 9 | − 3 | 2 | + 1 | 2 | — |
| Director, information office | 93 | − 7 | 42 | + 8 | 2 | +1 | 0 | — | 46 | + 4 | 23 | + 1 | 0 | — | 0 | — |
| Director, information systems | 50 | + 1 | 5 | + 5 | 2 | +2 | 0 | − 1 | 20 | + 1 | 5 | + 2 | 0 | — | 0 | — |
| Director, institutional research | 113 | +19 | 22 | + 7 | 4 | −1 | 2 | + 1 | 35 | +10 | 9 | + 5 | 1 | + 1 | 0 | — |
| Director, legal services | 37 | + 5 | 4 | + 2 | 1 | +1 | 0 | − 1 | 6 | + 1 | 1 | — | 0 | — | 1 | +1 |
| Director, library services | 191 | + 9 | 50 | −10 | 6 | +2 | 2 | − 3 | 99 | − 2 | 56 | + 6 | 4 | + 2 | 3 | +3 |
| Director, personnel/human resources | 113 | − 6 | 36 | + 8 | 11 | — | 0 | — | 38 | − 7 | 25 | + 3 | 0 | − 2 | 2 | −1 |
| Director, student counseling | 151 | +23 | 44 | +17 | 10 | +9 | 3 | — | 60 | + 5 | 36 | +23 | 4 | + 2 | 1 | +1 |
| Director, student housing | 107 | +10 | 19 | + 2 | 6 | +3 | 0 | − 1 | 68 | +16 | 41 | −18 | 0 | − 3 | 2 | +2 |
| Director, student placement | 138 | + 6 | 27 | + 7 | 9 | +4 | 5 | + 3 | 62 | +11 | 51 | +23 | 3 | + 1 | 2 | — |
| Director, student union | 133 | +17 | 18 | + 5 | 11 | +8 | 1 | — | 44 | + 6 | 18 | + 6 | 1 | + 1 | 1 | −1 |
| Dean, agriculture | 43 | + 3 | 0 | — | 1 | +1 | 0 | — | 1 | — | 0 | — | 0 | — | 0 | — |
| Dean, architecture | 27 | − 1 | 0 | — | 0 | — | 0 | — | 4 | − 2 | 0 | — | 0 | — | 0 | — |
| Dean, business | 144 | +30 | 8 | + 6 | 1 | −1 | 2 | + 1 | 50 | + 7 | 2 | + 1 | 2 | — | 0 | — |
| Dean, dentistry | 15 | + 1 | 0 | — | 0 | — | 0 | — | 6 | — | 0 | — | 0 | — | 0 | — |
| Dean, education | 113 | +15 | 6 | + 3 | 6 | −4 | 0 | − 1 | 33 | − 2 | 5 | — | 0 | — | 0 | — |
| Dean, engineering | 82 | +19 | 0 | − 1 | 2 | +1 | 0 | − 1 | 25 | + 1 | 0 | — | 0 | — | 0 | — |
| Dean, fine arts | 40 | − 5 | 3 | − 3 | 4 | +2 | 0 | — | 17 | − 1 | 1 | − 2 | 0 | — | 0 | — |
| Dean, graduate programs | 95 | +10 | 10 | + 4 | 5 | +2 | 1 | + 1 | 41 | +13 | 3 | − 2 | 1 | — | 0 | — |
| Dean, home economics | 8 | + 1 | 24 | −11 | 0 | −1 | 0 | — | 1 | — | 5 | + 2 | 0 | — | 0 | — |
| Dean, law | 32 | + 3 | 0 | — | 0 | — | 0 | — | 22 | + 3 | 0 | — | 2 | + 1 | 0 | — |
| Dean, medicine | 26 | — | 0 | — | 0 | — | 0 | — | 6 | + 1 | 0 | — | 0 | — | 0 | — |
| Dean, music | 22 | − 9 | 3 | + 3 | 1 | +1 | 0 | — | 16 | − 5 | 0 | — | 0 | — | 0 | — |
| Dean, nursing | 3 | − 5 | 70 | +10 | 0 | — | 3 | — | 0 | — | 23 | + 2 | 0 | — | 0 | — |
| Dean, pharmacy | 23 | + 5 | 0 | — | 0 | — | 0 | — | 5 | + 1 | 0 | — | 0 | — | 0 | — |
| Dean, social work | 19 | − 8 | 6 | + 1 | 3 | + 1 | 1 | + 1 | 5 | − 6 | 1 | − 1 | 2 | + 2 | 0 | — |
| Dean, vocational education | 69 | +17 | 0 | − 1 | 2 | — | 0 | — | 1 | − 1 | 0 | — | 0 | — | 0 | — |
| Total | 4,126 | +352 | 636 | +103 | 208 | +61 | 57 | +15 | 1,856 | +176 | 486 | +103 | 71 | +36 | 16 | +1 |

* Does not include predominantly black or single-sex institutions.
— No change.

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

# Despite Gains, Women, Minority-Group Members Lag in College Jobs

WASHINGTON

The number of women and minority-group members in administrative jobs at colleges and universities has increased in recent years, but white men continue to outnumber them by more than three to one, according to a national study.

The study, published by the College and University Personnel Association, tested five reasons that have been offered to explain the slow progress of higher education in hiring women and minority-group members for administrative jobs.

Those reasons and the study's findings on each were:

▶ Women are paid lower salaries than men because they have not been on the job as long as men. The report said data on length of employment showed "the number of years on the job did not make a difference in the proportion of white men's salary paid to female employees."

▶ Women are paid less than men because women are more often hired from inside the institutions, thus avoiding the labor-market test of salaries that could be earned in other jobs.

The study found that women were somewhat more likely than men to be hired from within an institution, while men were more likely to be hired from outside, but a comparison of salaries indicated that those hired from outside did not necessarily command higher salaries.

▶ Financial exigency inhibits greater progress toward affirmative-action goals of equal employment and equal pay for women and minority-group members.

The study found that neither hiring trends nor salary trends appeared related to the financial condition of the institutions.

▶ Stable or declining employment in higher education precludes achieving affirmative-action goals through employment growth.

Using enrollment as an index of growth, the study found that regardless of enrollment changes, the increase in number of jobs was consistently higher for men than for women.

▶ Low turnover in a tight academic labor market provides no opportunity for hiring women or minority-group members.

The study found that positions with the highest rates of job openings did not appear to be held by increasingly large shares of women or minority-group members.

The position of academic-affairs officer, which had the highest increase in job availability during the three-year period covered by the study, 1975-76 to 1978-79, showed a decrease in the proportion of jobs held by white women, the report said. The job of chief planning officer, with the lowest increase in job availability, showed one of the largest gains in the proportion of jobs held by women.

The study, *Women and Minorities in Administration of Higher Education Institutions*, was supported by the Ford Foundation and prepared for the College and University Personnel Association by the American Council on Education.

The study used data for 1978-79 to measure the progress in employment of women and minority-group members since a similar study by C.U.P.A. and A.C.E. three years earlier.

Changes reported for the three-year period were based on data from 514 colleges and universities that participated in both the 1975-76 and 1978-79 surveys.

Women and minority-group members "were employed in a wider range of positions" at the end of the three-year period, the survey report said, but their number increased by only 3.5 percentage points to a total of 22.9 per cent of the administrative jobs.

"White women made their greatest gains at white women's colleges, minorities made their greatest gains at minority institutions," the report said.

At private institutions, according to the report, women and minority-group members held 23.7 per cent of the top-level administrative jobs in 1975-76 and increased their share to 27.9 per cent by 1978-79.

At public institutions, women and minority-group members held 16.9 per cent of the top-level administrative jobs in 1975-76 and 19.9 per cent in 1978-79.

The study found that white men held at least 94 per cent of the chief-executive jobs and about 80 per cent of the administrative-affairs and academic-affairs positions.

A fourth of the white women who were employed as top-level administrators at public, coeducational, predominantly white institutions held one of four jobs: dean of nursing, director of library services, bookstore manager, or registrar, the report said.

More than a sixth of all minority-group members in top-level administrative positions at predominantly white, coeducational institutions, public and private, held one of two jobs: affirmative-action officer or student-financial-aid officer.

The study found that salary differentials were more consistently related to sex than to race.

At predominantly white, coeducational institutions, public and private, both white women and minority-group women received salaries averaging 68 to 80 per cent of the salaries that white men holding the same jobs were paid, while minority-group men were paid about 90 per cent of the average salary of their white male counterparts.

Copies of the 1978-79 report are available at $10 each (and copies of the 1975-76 report for $5 each) from the College and University Personnel Association, 11 Dupont Circle, Washington 20036.

# Boston State Merged into U. of Massachusetts System

BOSTON

Boston State College officially passed out of existence last week, when it was absorbed into the University of Massachusetts system.

The State Board of Regents of Higher Education decreed last June that Boston State and the university's Boston campus be consolidated over a three-year period, but legislative action led the board to call for immediate layoffs of close to 200 faculty members in August.

The faculty association at the college filed suit, however, and a state court ordered that the consolidation be stayed until January.

The court also said the faculty members had to be employed through June.

A mock funeral service was held at the college last week to protest its end. The Rev. Rose Ann Olmstead, a campus minister, delivered a eulogy.

Gov. Edward J. King last week recommended an increase of $37-million—about 10 per cent—for the state's higher-education system for fiscal 1983.

The governor's proposal included increases totaling about $43.2-million for the system's 27 institutions, offset by cuts of about $6-million in scholarships and other non-campus accounts.

The regents had requested an overall increase of $47-million over this year's initial appropriation of about $364.6-million. —E. PATRICK McQUAID

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FACT–FILE

## *Enrollment at 275 Graduate Schools*

| | Public institutions | | Private institutions | | All institutions | |
|---|---|---|---|---|---|---|
| | Fall 1981 | 1-year change | Fall 1981 | 1-year change | Fall 1981 | 1-year change |
| **Total graduate-school enrollment** | | | | | | |
| Master's-degree-only institutions | 90,946 | – 5.3% | 15,014 | – 0.6% | 105,960 | – 4.7% |
| Ph.D.-granting institutions | 339,950 | – 0.9% | 125,272 | + 1.6% | 465,222 | – 0.2% |
| All institutions | 430,896 | – 1.8% | 140,286 | + 1.4% | 571,182 | – 1.1% |
| **First-time graduate enrollment** | | | | | | |
| Master's-degree-only institutions | 20,857 | – 3.9% | 4,006 | – 9.5% | 24,863 | – 4.9% |
| Ph.D.-granting institutions | 79,929 | – 1.3% | 33,833 | – 1.6% | 113,762 | – 1.4% |
| All institutions | 100,786 | – 1.9% | 37,839 | – 2.5% | 138,625 | – 2.0% |
| **Applications received** | | | | | | |
| Master's-degree-only institutions | 42,154 | – 4.3% | 6,339 | – 2.8% | 48,493 | – 4.1% |
| Ph.D.-granting institutions | 238,555 | 0.0% | 125,813 | + 3.5% | 364,368 | + 1.2% |
| All institutions | 280,709 | – 0.7% | 132,152 | + 3.1% | 412,861 | + 0.5% |
| **Graduate assistants, services required** | | | | | | |
| Master's-degree-only institutions | 4,822 | – 1.0% | 420 | +14.8% | 5,242 | + 0.1% |
| Ph.D.-granting institutions | 66,928 | + 0.1% | 20,090 | + 1.0% | 87,018 | + 0.3% |
| All institutions | 71,750 | 0.0% | 20,510 | + 1.2% | 92,260 | + 0.3% |
| **Graduate fellows, no services required** | | | | | | |
| All institutions | 10,105 | – 8.8% | 12,921 | – 1.2% | 23,026 | – 4.7% |
| **Average stipends for teaching assistants** | | | | | | |
| English departments | | | | | | |
| Master's-degree-only institutions | $3,376 | + 5.6% | $2,796 | + 4.0% | $3,287 | + 5.4% |
| Ph.D.-granting institutions | 4,253 | + 8.2% | 4,377 | +22.4% | 4,288 | +11.9% |
| All institutions | 3,990 | + 7.5% | 4,109 | +19.9% | 4,019 | +10.4% |
| Chemistry departments | | | | | | |
| Master's-degree-only institutions | $3,535 | + 5.5% | $2,856 | + 1.9% | $3,434 | + 5.0% |
| Ph.D.-granting institutions | 4,807 | + 9.4% | 4,700 | + 9.5% | 4,775 | + 9.4% |
| All institutions | 4,478 | + 8.6% | 4,469 | + 8.8% | 4,476 | + 8.6% |
| **Degrees awarded** | | | | | | |
| Master's degrees | 99,633 | – 2.0% | 32,898 | + 2.2% | 132,531 | – 1.0% |
| Ph.D. degrees | 13,787 | + 3.4% | 7,145 | + 1.0% | 20,932 | + 2.6% |

Note: Data are based on reports of 275 institutions, or 76 per cent of the 363 institutions that are members of the Council of Graduate Schools. Data for master's-degree-only institutions do not include master's degrees offered by institutions that also offer doctoral degrees. Data for stipends are based on first-time teaching assistants who commit 20 hours per week to assistantship duties in an English or chemistry department. Because of varying practices among institutions, the data for average stipends may be less reliable than the percentage change in average stipends.

SOURCE: COUNCIL OF GRADUATE SCHOOLS AND GRADUATE RECORD EXAMINATIONS BOARD

# Graduate Rolls Off 1 Pct.; Steepest Dip in 5 Years

By JACK MAGARRELL
WASHINGTON

Graduate enrollment dropped by 1.1 per cent in the past year, according to a survey of 275 institutions by the Council of Graduate Schools in the United States and the Graduate Record Examinations Board.

It is the sharpest decline reported in five years.

Michael J. Pelczar, Jr., president of the Council of Graduate Schools, said last week that he did not interpret the data as the beginning of a downward trend.

He said he expected graduate enrollment to stabilize or increase slightly. A growing number of potential graduate students—people in mid-career seeking preparation for increasingly sophisticated work—could offset a decline in the number of students coming directly from undergraduate colleges, he said.

The annual survey, begun in 1971, showed an increase of 1 per cent in graduate enrollment last year, following three years in which the reported total had fluctuated less than half of 1 per cent.

In the fall of 1976, the annual survey found graduate enrollment down 2.3 per cent, after three years in which increases had averaged nearly 5 per cent.

### Private Total Rises

The graduate schools of public universities, on the average, have 1.8 per cent fewer students this year than last. At private institutions, graduate enrollment is up 1.4 per cent.

Institutions where graduate programs do not go beyond the master's degree have lost more enrollment than those that offer doctorates.

This year's survey shows graduate enrollment down 5.3 per cent at public institutions where the master's is the highest degree offered, and down 0.6 per cent at private graduate schools offering only the master's.

Private institutions offering doctoral degrees report their enrollment is up 1.6 per cent, while public institutions offering doctoral degrees have 0.9 per cent fewer graduate students.

The graduate schools included in the survey represent 76 per cent of the 363 institutions that are members of the Council of Graduate Schools. The enrollment reported includes students registered last fall in graduate programs in business, education, engineering, social work, medicine, and other programs leading to master's or doctoral degrees.

Among students who entered graduate schools for the first time last fall, the study finds, enrollment dropped 2 per cent below the previous year's total.

### Decline of 9.5 Pct.

The greatest decline reported by the survey is a 9.5-per-cent decrease in first-time graduate students at private graduate schools that do not offer degrees beyond the master's. The public "master's-only" institutions report a decline of 3.9 per cent in first-time graduate students.

Among graduate schools offering doctor's degrees, public institutions have 1.3 per cent fewer first-time students, and private institutions have 1.6 per cent fewer than they had a year ago.

The number of applications for admission to graduate schools is up 3.1 per cent at private institutions this year but down 0.7 per cent at public institutions, according to the survey.

The number of graduate assistants, whose stipends require teaching or research services, remains about the same as last year, but there has been a decline of 4.7 per cent in the number of graduate fellows, whose appointments do not require teaching or research work. Most of the falloff in the number of graduate fellows has been at public institutions, where there are nearly 9 per cent fewer than a year ago.

### 10 Pct. Increase in Stipends

As a measure of graduate assistants' stipends in the humanities and sciences, the survey collected data from English and chemistry departments. It found that stipends for teaching assistants had increased since last year by 10.4 per cent in English departments and by 8.6 per cent in chemistry departments.

The number of master's degrees awarded by private institutions increased by 2 per cent in the past year. But a decrease of 2 per cent in the number of master's degrees awarded by public institutions brought the total number of master's degrees to 1 per cent below the 1980 total.

The number of Ph.D.'s granted was up 3.4 per cent at public institutions, up 1 per cent at private institutions, and up 2.6 per cent over all.

The yearly changes in graduate enrollment reported in the 11 surveys by the Council of Graduate Schools and the Graduate Record Examinations Board were:

| | |
|---|---|
| 1971 | + 1.1% |
| 1972 | + 1.9% |
| 1973 | + 4.8% |
| 1974 | + 4.3% |
| 1975 | + 5.5% |
| 1976 | – 2.3% |
| 1977 | + 0.2% |
| 1978 | – 0.4% |
| 1979 | – 0.1% |
| 1980 | + 1.0% |
| 1981 | – 1.1% |

Copies of the 1981 report are available from the Council of Graduate Schools, One Dupont Circle, Washington 20036.

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